DOCUMENT RESUME

ED 252 846 CS 208 659

TITLE English/Reading Instructional Course Outline for Grade 6 in the Junior High School. Publication No. SC-842.
INSTITUTION Los Angeles Unified School District, Calif.
PUB DATE 83
NOTE 74p.
AVAILABLE FROM Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 North Grand Ave., Los Angeles, CA 90012 ($2.75).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Course Content; Curriculum Development; Elementary Education; *English Curriculum; *English Instruction; Grade 6; *Integrated Curriculum; Junior High Schools; *Language Arts; Listening Skills; Literature Appreciation; Reading Skills; *Skill Development; Speech Skills; Teacher Role; Writing Skills

ABSTRACT

Emphasizing that both process (the "how" of language arts and operations) and content (the "what" of curriculum) must be considered in the development of language arts programs, this guide provides an integrated English/reading core curriculum for sixth grade students in a culturally and economically diverse urban school district. Various sections of the guide contain (1) a statement of philosophy; (2) a list of teacher repsonsibilities in implementing the curriculum; (3) lists of skills objectives for reading, listening, speaking, and writing; (4) instructions for using the skills objectives; (5) sample lesson plans; (6) the essential skills to be covered; (7) guidelines for the assignment of homework; (8) evaluation procedures; (9) suggestions for teaching test taking skills; (10) lists of the intellectual characteristics of sixth grade students; (11) tips for parents who want to help reinforce the skills; and (12) a list of resources needed. The section of the guide containing essential skills to be covered is divided into thematic units ranging from six to ten weeks in length, each focusing on a literary genre. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252846

ENGLISH/READING

Instructional Course Outline

for

GRADE 6

in the Junior High School

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joseph P. Linscomb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Instruction
Publication No. SC-842 1983

CS208059

Copyright © 1983

LOS ANGELES UNIFIED SCHOOL DISTRICT

INTRODUCTION

The purpose of the English/Reading Instructional Course Outline Grade 6 is to provide an integrated English/reading core curriculum for Grade 6 teachers in a junior high school.

Section VI, "Essential Skills To be Covered," is divided into thematic units ranging from six to ten weeks in length. The genres within each thematic unit are related and serve to unify the material presented.

"Essential Skills To Be Covered" provides teachers with a list of skills to be covered in a two-hour core course. It is divided into eighteen two-week blocks. The list of skills has been taken directly from the Grade 6 Skills Continuum in reading and English. Each two-week block of study focuses on a literary genre, and all of the specific reading and English skills have been arranged to relate to the genre under study.

Selected skills in reading, speaking, listening, and writing have been allocated to each two-week block. English departments may wish to make changes in the order of units or skills introduced, but they must assure that the skills are taught at some time during the year.

ACKNOWLEDGMENTS

Gratitude is expressed to Sheridan W. Davis, Office of Secondary Instruction, for developing and organizing this instructional course outline.

Grateful acknowledgment is extended to Donna K. Awakuni and Ann M. Sherman for field testing the sample lesson plans.

Appreciation is also extended to Marta L. Bin and John H. Liechty for reviewing this publication and offering suggestions.

Roger Hyndman
Instructional Specialist
Secondary English

Kathryn I. Edwards
Instructional Specialist
Elementary Language Arts

Marguerite P. May
Senior Specialist
Secondary Reading

Mary Herd Black
Instructional Specialist
Reading

Rosalyn S. Heyman
Assistant Superintendent
Secondary Instruction

APPROVED:

JOSEPH P. LINSCOMB
Associate Superintendent
Instruction

CONTENTS

INTRODUCTION iii

ACKNOWLEDGMENTS iv

TABLE OF CONTENTS v

PHILOSOPHY-ENGLISH/READING CORE 1

TEACHER RESPONSIBILITIES 2

SKILLS OBJECTIVES 3

HOW TO USE THE ESSENTIAL SKILLS TO BE COVERED 7
Teacher-Directed Lesson Process 8
Components of "Teacher-Directed Lesson" 9
Lesson Plan Format 10
The Agenda 11

INSTRUCTIONAL UNITS 12

SAMPLE LESSON PLANS 13

ESSENTIAL SKILLS TO BE COVERED 33

GUIDELINES FOR ASSIGNMENT OF HOMEWORK 52

EVALUATION PROCEDURES 53

TEACHING TEST-TAKING SKILLS 54

INTELLECTUAL CHARACTERISTICS OF SIXTH GRADERS 65

TIPS FOR PARENTS 66

RESOURCES AVAILABLE 67

PHILOSOPHY - ENGLISH/READING CORE

The English Language Framework for California Public Schools, Kindergarten through Grade Twelve (1976) emphasizes that both *process* (the "how" of language arts and operations) as well as *content* (the "what" of curriculum) must be considered in the development of any language arts program. The document states that a sound program will provide for instructional activities that promote the learner's abilities to communicate effectively in both oral and written forms and to respond with understanding and perception to the communication of others. Basing its goals upon research studies and successful practices, the framework suggests that students actively involved in the learning process will improve in their ability to:

- speak effectively and listen actively in a variety of personal, social, and political situations.
- read for information with increasing efficiency.
- read fiction, nonfiction, and poetry for pleasure and for information.
- extend experiences through responses to the power of literature.
- write for practical, creative, and aesthetic purposes with clarity and precision.
- think logically as well as intuitively.
- use and respond to media as forms of communication.
- use language skills to examine ideas and respond to them.
- recognize the power of language.

TEACHER RESPONSIBILITIES

1. Teachers should provide instruction at appropriate skills levels by diagnosing students' abilities in English and Reading through pre-testing in the four major areas of speaking, writing, reading, and listening.

2. Teachers should make available to students and parents materials which will help in interpreting the standards used for assigning marks. Teachers should have at least one mark per week for each student in the rollbook.

3. Teachers should provide recognition for individual student progress and exceptional achievements.

4. Teachers should provide notification to parents when a student shows signs of significant decline in effort or achievement and should encourage follow-up and involvement of parents.

5. Teachers should have evidence in the classroom of lesson planning to meet the needs of their students and goals of the instructional program. (See Sample Agenda on page 13 and Sample Lesson Plans on pages 15-33 of this book.)

6. Teachers should provide a schedule which requires regularly assigned student homework based upon classroom instruction.

7. Teachers should display student accomplishments and products in the classroom.

8. Teachers should provide students and parents with a brief overview of the goals and subject content of their classes.

9. Teachers should follow the timetable of "Essential Topics To Be Covered" as closely as possible and strive for students' mastery of the indicated skills.

10. Teachers are encouraged to invite administrators, department chairs, and fellow teachers to visit their classroom to view effective and innovative lessons.

ENGLISH/READING CORE CURRICULUM GRADE 6

SKILLS OBJECTIVES

The skills in listening, oral language, and dramatizing are general. Specific skills are listed in the two-week blocks of objectives.

LISTENING SKILLS - Students will be able to:

_____listen purposefully to comprehend.
_____listen to identify sounds.
_____listen to identify sounds of words and word parts.
_____listen to identify different kinds of sentences.
_____listen to gain and use information.
_____listen to interpret intonation.
_____listen for enjoyment and response.

ORAL LANGUAGE SKILLS - Students will be able to:

_____speak to participate in conversations.
_____speak to express ideas.
_____speak to express sequence of ideas.
_____speak to give directions.
_____speak to make explanations in language that communicates.
_____speak effectively through using sensory/descriptive language.
_____speak effectively through organizing and categorizing.
_____speak effectively through use of speech standards.
_____speak effectively through discussion.
_____speak effectively in problem solving.
_____speak effectively through identifying and using fact, fantasy, and/or opinion.
_____speak effectively through use of persuasive speech.
_____speak effectively through using advertising techniques.
_____speak effectively through a debate approach.
_____speak to identify elements of sound.
_____speak effectively in oral interpretation: Poetry.
_____speak effectively in oral reading.
_____speak effectively in choral work.
_____speak effectively through storytelling: Telling/retelling skills.
_____speak effectively through characterization.
_____speak effectively through discussing literary forms.
_____speak effectively through the use of special delivery techniques.
_____speak effectively through participation in a variety of activities.

DRAMATIZING/PANTOMINE SKILLS (Body Language) Students will be able to:

_____express emotions and actions through non-verbal communication.
_____communicate through portraying experiences.
_____communicate through improvisation.
_____create through pantomine/improvisation.

ENGLISH/READING CORE CURRICULUM GRADE 6

SKILLS OBJECTIVES

The following is a checklist of specific skills in reading, written composition, and oral language to be taught. Asterisks indicate skills formally assessed on the Survey of Essential Skills (SES).

READING/LITERATURE

Decoding - Students will be able to recognize words containing:
- *____r-controlled vowels: ar, er, ir, ur, or.
- *____l-and w-controlled vowels: ol, oll, al, all, wa.
- *____silent letter patterns: a as in aisle; p as in psychology.
- *____irregular vowel patterns: oo as in boot; oo as in foot.
- *____variant long vowels: -ild, ind, ight.
- *____variant consonant digraphs: gh as g or f; ph as f; dg as j.
- *____consonant sounds equivalent to sh sound in nation; portion, condition.
- *____variant vowel digraphs: ea as e, as in head, or as ā in steak, ei and ey as a, as in weight, they; ie as ē, as in chief; ei as i, as in height
- *____variant vowel digraphs: ie as ē, as in chief; ei as ī, as in height.
- *____variant digraph sounds: ough as in ought, enough.

Structural Analysis - Students will be able to recognize and use word parts:
- *____plurals: Irregular, as in mouse/mice, foot/feet, child/children, man/men.
- *____plurals: Regular, f/fs as in roof/roofs; irregular fe/ves as in life/lives; f/ves as in calf/calves.
- *____quantity prefixes: uni, bi, semi, mono, tri, quad.
- *____comparison: er or ier in comparing two items.
- *____comparison: est in comparing three items.

Vocabulary - Students will be able to:
- *____recognize sight words from EDL Core Vocabulary, Grade 6.
- *____recognize sight words from subject matter lists.
- *____match words at Grade Level 6 to given meanings.
- *____select definitions of multiple-meaning words from sentence context.
- *____recognize antonyms.
- *____interpret figurative language: Simile, metaphor, hyperbole.

Comprehension - Students will be able to:
- *____identify main ideas (oral/written); main ideas of individual paragraphs or complete selections.
- *____identify details (oral/written).
- *____recognize use of the quotation mark.
- *____classify information (oral/written): Article.
- *____identify cause and effect (oral/written): Story.
- *____draw conclusions/predict outcomes (oral/written): Character.
- *____identify relevant/irrelevant information.

Location Study - Students will be able to:
- *____identify and locate guide words in dictionary/encyclopedia.
- *____interpret pictorial data: Charts, grid maps, graphs, time lines.

ENGLISH/READING CORE CURRICULUM GRADE 6

SKILLS OBJECTIVES

WRITTEN COMPOSITION

Composing Skills - Students will be able to:

*____arrange narratives in chronological order.
*____compose appropriate titles.
*____list and use words that rhyme.
*____employ accepted forms of the friendly letter.
*____employ accepted forms of the business letter.
*____complete simple business and school forms.
*____compose topic sentences using key words.

Enabling Language Skills - Students will be able to:
*____compose complete sentences.
*____use a variety of basic sentence patterns.
*____expand simple sentences by compounding various elements.
*____understand, construct, and punctuate basic compound sentences (and, or, but.)
*____use simple modifiers in sentences.
*____compose sentences in which subjects and verbs agree.
*____employ standard pronoun forms (cases).
*____use pronouns that agree with their antecedents.
*____generalize basic spelling rules.
*____punctuate correctly items in a series, dates, and addresses.
*____capitalize appropriately in sentences, quotations, and other common contexts.
*____employ appropriate terminal punctuation marks.
*____develop paragraphs by means of chronology.
*____compile short bibliographies.
*____vary sentence patterns, using compound sentences.
*____vary sentence patterns for clarity and emphasis: Simple, compound, complex.

Sensory/Descriptive Domain - Students will be able to:
*____compose paragraphs of observation on a physical scene.
*____compose simple forms of unrhymed poetry.
*____compose journal entries.
*____compose character sketches.

Imaginative/Narrative Domain - Students will be able to:
*____compose folktales, myths, fables.
*____compose dialogues, utilizing two voices.
*____compose short summaries of acts or events.
*____compose objective account of an experience.
*____compose short autobiographical sketches.
*____compose short narratives and short-short stories.

Analytical/Expository Domain - Students will be able to:
*____compose paragraphs of simple exposition.
*____compose short paragraphs of personal opinion.

Practical/Informative Domain - Students will be able to:

*____compose friendly letters (invitations, acceptances of invitations, acknowledgments of gifts, "bread-and-butter" notes.)
*____compose brief instructions for making or doing something.
*____compose directions to a place.
*____compose consumer complaint letters of simple nature.
*____compose summaries of short, written reports.
*____compose simple business and school forms.
*____compose notes in a class textbook.
*____compose simple business letters of inquiry, explanation, request.
*____compose paragraphs of observation/interpretation based on concrete stimulus (picture, political cartoon, object).

HOW TO USE THE ESSENTIAL SKILLS TO BE COVERED

Successful teaching begins with careful planning. "Essential Skills To Be Covered" has been provided to guide teachers in planning the English/Reading lessons for Grade 6.

Before planning a two-week block of lessons, teachers should carefully read the skills to be covered in a two-week block, keeping in mind the instructional unit and focus of the literary genre.

SUGGESTED STEPS IN PLANNING TWO-WEEK LESSONS

- Read "Essential Skills To Be Covered" to determine the focus and genre for the two-week period.
- Select reading materials to relate to instructional unit and genre.
- Select an objective for each day from each language arts strand, i.e. listening, oral, written, and reading.
- Develop activities for the objectives and plans for assessment.
- Plan for two hours each day of the week.

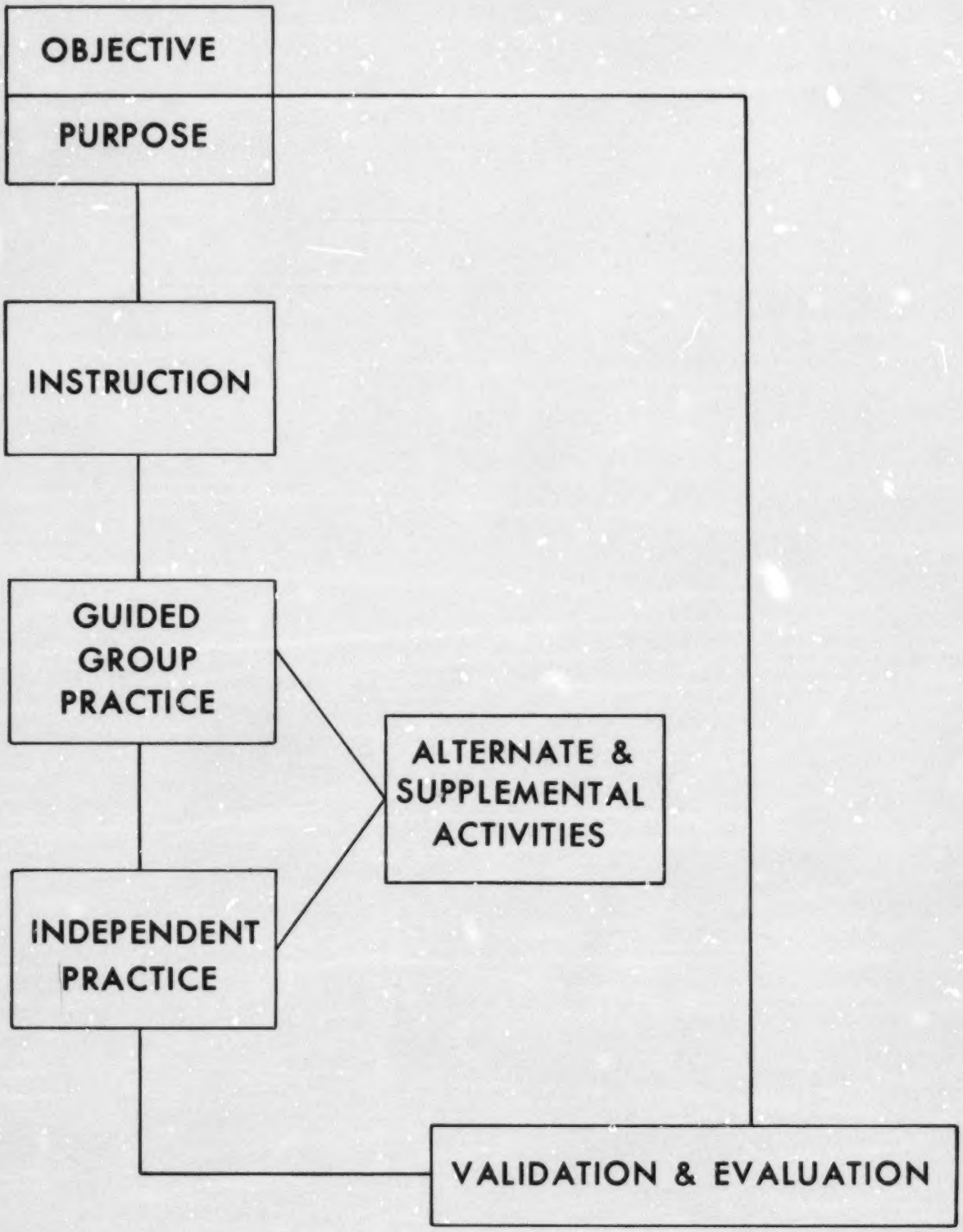
KEY QUESTIONS TO ASK WHEN DEVELOPING LESSONS

- Where am I going? (objectives/goals)
- How am I going to get there? (activities/methods)
- How will I know when I have arrived there?
- How will the students know when they have arrived there?

The following have been provided to help teachers plan lessons for the English/Reading core course:

- Ten two-hour sample lessons for weeks 2 and 3 of the "Essential Skills To Be Covered," pages 13-32.
- Teacher-Directed Lesson Process, page 8.
- Components of the "Teacher-Directed Lesson," page 9.
- Lesson Plan Format, page 10.

TEACHER-DIRECTED LESSON PROCESS



COMPONENTS OF "TEACHER-DIRECTED LESSON"

The following questions need to be addressed when a teacher is designing a teacher-directed lesson:

1. What is the specific objective and how will it be presented to the students?

   The specific objective states what students will be able to do by the end of the lesson. It should fit within the Guidelines for Instruction and should be stated, defined, written, etc.

2. What is the value in achieving the objective?

   The student should recognize the importance of the objective and should be able to place the objective into the broader picture of previous and subsequent learning. Teachers provide appropriate motivation to show the relevance between the learning experience and the "real world."

3. What learning activities must be modeled, explained or illustrated for students?

   Teachers should design initial learning activities suitable to the specific objective. "In-put" strategies need to consider student modalities and might include discussion, film, lecture, reading and follow-up questions, experimentation, etc.

4. What guided group practice will be provided for the students?

   Guided group practice provides students with the opportunity to practice before performing the objective independently. Student "out-put" allows teacher to monitor understanding and obtain feedback from the maximum number of students.

5. What independent practice or activity will be provided for the students?

   Students are given the opportunity to perform the task stated in the objective with little or no teacher assistance.

6. What provisions will be made for individual differences in learning styles?

   The teacher prescribes alternate or supplemental activities for individuals based on their responses. Activities should focus on students' modality strengths.

   a. Remediation or Alternate Activities: Teacher prescribes additional learning activities to provide opportunities for practicing the task.

   b. Enrichment or Supplemental Activities: Teacher designs supplementary activities to increase or extend learning.

7. How will the lesson be evaluated?

   Evaluation of mastery of objectives through testing or teacher observation elicits results by which teacher may plan future lessons.

   Evaluators (self, peers and/or teacher) can utilize three types of tests (objective, subjective or performance) to assess student's ability to perform objective.

LESSON PLAN FORMAT

COMPONENTS OF THE TEACHER-DIRECTED LESSON

SUBJECT/COURSE _____ NAME: _____

REPRESENTATIVE OBJECTIVE: _____

_____

_____

Skill(s) Emphasized: Listening _____ Speaking _____ Reading_____ Writing_____
Thinking _____

Cognitive Level: Knowledge_____ Comprehension____Application_____
Analysis _____ Synthesis_____ Evaluation _____

CONTENT OF DIRECTED LESSON

1. Specific Objective

2. Purpose

3. Initial Instruction to Include

4. Guided Group Practice

5. Independent Practice

6. Alternate and Supplemental Activities

7. Validation and Evaluation

8. Homework

9. Summary

16

THE AGENDA

An Agenda, or schedule of class activities, prominently displayed in the classroom, gives immediate direction to the students and prepares them for the day's classwork. The Agenda should include an objective, dispatch activity, scheduled class activities, and homework assignment. The Agenda may be written on the chalkboard. Some teachers, particularly teachers who travel from classroom to classroom, prefer to use chart paper that can be easily taped or pinned to a board and quickly removed to use in a new location. A good way to evaluate an Agenda is to ask the question, "If a student were absent, could he/she read the Agenda and know what happened in the classroom today?"

The dispatch activity is an essential part of the Agenda. It should be a short, written, timed exercise that students start as soon as the period begins. Students should be able to complete the dispatch without teacher assistance. The dispatch is used to:

- review and reinforce concepts and ideas previously studied.
- start students working immediately upon arrival in class.
- preview or introduce new work.
- establish a routine.
- allow the teacher an opportunity to take care of attendance responsibilities.

Below is a sample Agenda for Hour 1 of the first sample lesson plan, page 14 in this course outline, as it would be written on the board.

AGENDA

Teacher's Name
English/Reading Period 1
September 16, 1983

Objective: To write a description involving all five senses
Dispatch: Write five simple sentences describing one item of food you had for breakfast or dinner.
Initial Instruction: Description of the five senses
Guided Group Practice: Group description of an item of food
Independent Study: Write a description of a picture of food.
Homework: Pretend you have just landed on the planet Venus. In one or two paragraphs describe the first creature you see. Use as many descriptive words as possible that appeal to all the senses.
Summary:

INSTRUCTIONAL UNITS

The "Essential Skills To Be Covered" provides practice in reading and English skills through instruction centered on general themes and specific literary genres.

Instructional Unit One:	ORIENTATION	1 Week
Instructional Unit Two:	USING OUR IMAGINATION	10 Weeks
Genre studied:	Fiction Fantasy Poetry Folklore Fables	
Instructional Unit Three:	EXPLORING THE REAL WORLD	8 Weeks
Genre studied:	Nonfiction Biography Autobiography Journalism	
Instructional Unit Four:	EXPANDING OUR HORIZONS	8 Weeks
Genre studied:	Myths Plays Lyric Poetry Narrative Poetry	
Instructional Unit Five:	LOOKING AT YESTERDAY AND TOMORROW	6 Weeks
Genre studied:	Narratives Historical Fiction Science Fiction	
Instructional Unit Six:	REVIEW	2 Weeks

SAMPLE LESSON PLANS

Ten 2-hour sample lessons for Weeks 2 and 3 of the "Essential Skills To Be Covered" have been provided on the following pages. Because Week 1 is an orientation week, Weeks 2 and 3 of the "Essential Skills To Be Covered" were selected for sample lessons.

The lesson plans follow the format of the teacher-directed lesson. The purpose of each lesson should be given by the teacher according to the needs of the class. The statement of philosophy on page 1 of this publication provides rationale for the study of language arts.

From the State Adopted textbook list, four Grade 6 textbooks have been used to plan the sample lessons. However, the lessons may be adapted to most Grade 6 textbooks.

WEEK 2

MONDAY HOUR 1

Objectives:

Oral Language -	Students will be able to relate personal experiences. Students will be able to use language to describe sensory experiences or impressions.
Listening Skills -	Students will be able to follow verbal directions.
Composition Skills -	Students will be able to write a description involving all five senses.
Reading Skills -	Students will be able to identify the sensory language in a short fiction story and label the senses.

Necessary Materials/Equipment:

Chart paper for groups of 3 to 5
One marker for each group
One apple
One cookie or similar food item for each student in the class
Riders On The Earth, Holt, Rinehart, and Winston, 1983.

Dispatch: 5 minutes

Students write five simple sentences describing one item of food they had for breakfast or dinner the previous evening.

Dispatch Discussion: 10 minutes

Students share their descriptions orally. As students share descriptions, teacher will point out examples of sensory language.

Initial Instruction: 8 minutes

Teacher displays an apple and describes it, using the five senses. Teacher produces a picture of an item of food and asks class for words to describe how it looks, feels, tastes, smells, and sounds when eaten. Teacher lists words on the board in appropriate columns by senses.

Guided Group Practice: 17 minutes

Students are put into small groups of three to five. Each student is given a cookie or similar item of food. Students observe the cookie, using all five senses, and discuss with group members. Students select a secretary, and the group writes a paragraph describing the cookie on chart paper using the marker provided. The teacher monitors the group. Students return to regular class formation, and one student from the group reads the description. The teacher comments on descriptions pointing out any specific mechanical problems.

Independent Work: 15 minutes

Teacher displays several pictures of items of food. Students write a paragraph describing one of the pictures.

Evaluation:

Students turn papers into the teacher for evaluation.
Teacher evaluates students as they interact in group work.

Summary: 5 minutes

Teacher summarizes lesson emphasizing major points covered about sensory language.

MONDAY HOUR 2

Dispatch: 5 minutes

Students copy ten vocabulary words emphasizing controlled vowels from the board. Students alphabetize words, underline controlled vowels, and put each word in a sentence.

Dispatch Discussion: 10 minutes

Teacher discusses and corrects dispatch with the class. Students orally share sentences. Teacher asks students to name other words with controlled vowels. Students will be tested on the spelling and definition of these words on Friday. Words are selected from the EDL Core Vocabulary.

Initial Instruction: 10 minutes

Teacher gives brief introduction to fiction and the story in Riders On The Earth, "A Visit To Mars," page 16.

Guided Group Practice: 17 minutes

Students orally take turns reading the story. Teacher stops periodically to point out sensory language. Teacher finishes reading the story orally if time begins to run out.

Independent Work: 13 minutes

Students go back over the story and copy five sentences that have many descriptive words. They make a list of the descriptive words in the sentences and label the senses described.

Evaluation:

Students share answers orally. Papers are turned in to teacher.

Summary: 5 minutes

Teacher summarizes lesson emphasizing major points covered about sensory language.

Homework:

Students are to pretend they have just landed on the planet Venus. In one or two paragraphs each student will describe the first creature he or she sees. Students are to use as many descriptive words as possible, appealing to all the senses.

TUESDAY HOUR 1

Objectives:

Oral Language -	Students will be able to state main idea of a paragraph.
Listening Skills -	Students will be able to understand the whole idea before responding.
Composition Skills -	Students will be able to use editing symbols provided by the teacher.
Reading Skills -	Students will read fictional descriptions of people and identify main ideas.

Necessary Materials/Equipment:

Opaque projector
Teacher-prepared Capitalization and Punctuation Worksheet
Language 6, Ginn and Company, 1979.

Dispatch: 10 minutes (Monday night homework collected during dispatch will be graded by the teacher.)
Students select one object in the classroom. They describe the object using as many sensory words as possible. Students write at least five sentences, but they do not name the object in the description. Students share sentences orally with the class.

Dispatch Discussion: 10 minutes

As students share descriptions orally, class tries to guess the name of the object being described. Teacher reinforces concepts of sensory language studied Monday.

Initial Instruction: 10 minutes

Teacher explains that since the class has been studying sensory words, they will read a descriptive paragraph from one of the oldest stories in English. Students silently read a paragraph from "Beowulf" in Language 6 "Lesson 16, Reading a Descriptive Paragraph," page 129.

Guided Group Practice: 15 minutes

Teacher orally discusses questions on page 130 of "Lesson 16, Reading a Descriptive Paragraph." Questions for discussion are in the section titled "Discuss," page 130.

Independent Practice: 15 minutes

Students silently complete "Practice" exercise on page 130 of "Lesson 16, Reading a Descriptive Paragraph."

Evaluation:

Students turn in "Practice" exercise papers to the teacher for evaluation.

TUESDAY HOUR 2

Dispatch: 6 minutes

Students copy and correct five sentences from the chalkboard. Students have to capitalize first letters of proper nouns.
Example:
sue and jose went to vons market on monday
Student correction:
Sue and Jose went to Vons Market on Monday.

Dispatch Discussion: 11 minutes

Students switch papers with neighbors and orally share answers. Teacher writes corrected sentences on the chalkboard. Students correct neighbors' papers. Teacher reinforces capitalization rule for proper nouns and other punctuation rules.

Initial Instruction: 11 minutes

Teacher continues a discussion of fiction and elicits characteristics of fiction from students based on Monday's reading. Teacher lists major characteristics on the board.

Guided Group Practice: 16 minutes

Teacher returns corrected Monday night homework composition. Teacher explains editing symbols such as (sp) for spelling mistake. Teacher projects anonymous student homework composition on opaque projector and asks for "input" in correcting composition.

Independent Practice: 11 minutes

Students rewrite Monday night homework compositions in accordance with all teacher corrections. Compositions are returned to teacher for final grade.

Homework:

Teacher distributes worksheet with ten sentences to correct for capitalization and punctuation errors. Students use newly learned editing symbols.

Summary: 5 minutes

Teacher summarizes the lesson emphasizing concepts learned about main ideas in relation to fiction.

WEDNESDAY HOUR 1

Objectives:
- Oral Language - Students will be able to relate personal experiences.
- Listening Skills - Student will be able to identify and use final sounds of words.
- Composition Skills - Student will be able to select and use nouns and pronouns appropriately.
- Reading Skills - Student will be able to use with meaning terms that relate to library procedures.

Necessary Materials/Equipment:

Golden Voyages, Harcourt Brace Jovanovich, Inc., 1983.

Dispatch: 5 minutes

Students take out their homework assignment from Tuesday night. Teacher has correct sentences with symbols on the chalkboard or overhead projector. Students correct their own papers. Students are to keep homework papers for future reference.

Initial Instruction: 15 minutes

Teacher explains first person and third person point of view. Teacher begins by showing two pictures of the same scene and asks, "Which picture shows the scene through the eyes of the character who is in the picture?" Pictures can be found in Golden Voyages, page 96.

Guided Group Practice: 15 minutes

Teacher orally goes through the questions on point of view from page 99, Golden Voyages, exercise "Try This."

Independent Practice: 25 minutes

Students complete worksheet on point of view, and identifying nouns and pronouns.

Evaluation:

Students turn in worksheets for a grade.

WEDNESDAY HOUR 2

Dispatch: 5 minutes

Students replace the proper and common nouns with pronouns in the five sentences written on the chalkboard.
Example:
Cathy and Maria know how to fix the toy.
Student correction:
They know how to fix it.

Dispatch Discussion: 5 minutes

Teacher corrects dispatch with students, monitoring corrections to make sure they understand.

Initial Instruction: 8 minutes

Teacher explains that students will be responsible for a book report. Teacher distributes book report form which includes Title, Author, Copyright, Description of Main Characters, and Summary of the Story. Teacher goes over the form and explains that book will be selected from the fiction section of the library.

Guided Group Practice: 10 minutes

Students visit the library. Teacher or the librarian explains how to locate fiction books in the library.

Independent Practice: 30 minutes

Students select books. Students fill out initial information about their books on the book report forms. Students read silently in the library.

Homework:

Students read for thirty minutes in the books they checked out from the library. Students should be prepared to summarize what they have read.

Summary: 2 minutes

Teacher summarizes the lesson.

THURSDAY HOUR 1

Objectives:

Oral Language -	Students will be able to state differences between fact and fiction.
Listening Skills -	Students will be able to identify and use final sounds of words.
Composition Skills -	Students will be able to identify and use correct word order in sentences.
Reading Skills -	Students will be able to recognize and appropriately use compound words.

Necessary Materials/Equipment:

Language 6, Ginn and Company, 1979.
Golden Voyages, Harcourt Brace Jovanovich, Inc., 1983

Dispatch: 5 minutes

Teacher provides two groups of words on the chalkboard. Students make a sentence out of each group of words.
Example: 1. make, two, combined, are, words, compounds, are, to, which, word, one.
1. Compounds are two words which are combined to make one word.

Dispatch Discussion: 5 minutes

Teacher discusses dispatch activity emphasizing the importance of correct word order. Dispatch activity leads into initial instruction on compound words.

Initial Instruction: 10 minutes

Teacher introduces compound words. Teacher asks students to think of compound words that have the word "sky" in them. The teacher lists the words on the board.

Guided Group Practice: 15 minutes

Teacher orally reads pages 25 and 26 in Language 6, "Lesson 7: Looking at Words." Students work with their neighbors and together invent five new compound words for the school of the future using the word motor or solar in them. Teacher asks students to contribute words and lists them on the board.

Independent Work: 25 minutes

Teacher distributes worksheet on using correct word order and compound words in sentences. Students complete worksheet silently. Teacher walks around room monitoring students.

Evaluation:

"Compound Words Worksheet" is returned to the teacher for evaluation.

THURSDAY HOUR 2

Dispatch: 5 minutes

Students are to write five statements of fact about the classroom.

Initial Instruction: 15 minutes

Teacher introduces difference between fact and opinion. Teacher asks students to volunteer dispatch statements. Together the class changes statements of fact into statements of opinion.

Example:

The room has three bulletin boards.

Opinion:

The room has three beautiful and informative bulletin boards.

Guided Group Practice: 15 minutes

Teacher asks selected students to read aloud pages 418 to 420 in Golden Voyages, "Recognizing Fact and Opinion." These pages contain selected paragraphs with facts and opinions. Students orally differentiate the facts from the opinions. The teacher introduces the selection, "Adventure in the Desert" by Barbara Brenner. Teacher has students read the story silently and look for facts as well as opinions about desert life.

Independent Practice: 20 minutes

Students who can handle reading of the story do so silently. Students who have difficulty are grouped with the teacher, and they read together.

Homework:

Teacher distributes a ditto with ten sentences pulled from the story "Adventure in the Desert." Students are to finish reading the story at home and complete the worksheet by writing "fact" or "opinion" next to each sentence.

Summary: 5 minutes

Teacher summarizes the fact and opinion lesson.

WEEK 2

FRIDAY HOUR 1

Objectives:

Oral Language -	Students will be able to participate in conversations appropriate to committee and group work.
Listening Skills -	Students will be able to understand the whole idea before responding and associating.
Composition Skills -	Students will be able to write a description of a person, place, thing, or action.
Reading Skills -	Students will be able to complete a spelling/ vocabulary test with a score of at least 70% accuracy.

Necessary Materials/Equipment:

Write: A Way, Los Angeles Unified School District, 1978.
Golden Voyages, Harcourt Brace Jovanovich, Inc., 1983.

Dispatch: 5 minutes

Students prepare spelling paper and review words for spelling/ vocabulary test.

Instruction: 20 minutes

Teacher orally administers spelling test by saying the word, putting the word in a sentence, and repeating the word. Teacher distributes vocabulary test, and students complete silently. Teacher collects spelling and vocabulary tests for evaluation.

Initial Instruction: 35 minutes

Teacher follows lesson on Sensory/Descriptive Writing, pages 30 through 32 in Los Angeles Unified School District publication Write: A Way.

FRIDAY HOUR 2

Dispatch: 5 minutes

Students write one paragraph summarizing the last chapter they read in their books from the library. Students turn in summaries for teacher evaluation.

Initial Instruction: 20 minutes

Students read their books silently. Teacher calls individual students up to teacher's desk to ask questions about the book and check individual progress.

Guided Group Practice: 15 minutes

Teacher goes over concepts of finding the main idea of a paragraph. With students contributing orally, teacher reviews exercises on finding the main idea in Golden Voyages, pages 151 through 154.

Homework: 5 minutes

Students complete exercises 1 and 2 on page 155 in Golden Voyages, "Finding the Main Idea." Students are to read thirty minutes in library books.

Summary: 5 minutes

Teacher summarizes lesson.

WEEK 3

MONDAY HOUR 1

Objectives:

Oral Language - Students will be able to relate personal experiences.

Listening Skills - Students will be able to identify and use final sound of words.

Composition Skills - Students will be able to use a comma when writing the date and capitalize the first letter of names of persons.

Reading Skills - Students will be able to recognize that fiction generally differs from nonfiction in purpose, structure, and style.

Necessary Materials/Equipment:

EDL Core Vocabulary, McGraw-Hill, Inc.
Timeless Voyages, Harcourt Brace Jovanovich, Inc., 1979.

Dispatch: 5 minutes

Students add ed, ing, and s or es to the following words: dress, play, dance, sing, hope.

Dispatch Discussion: 10 minutes

Teacher corrects dispatch with students emphasizing the importance of pronouncing endings of words.

Initial Instruction: 15 minutes

Teacher explains that class has described places, objects, and now class is going to describe someone in the classroom using as much sensory language as possible. Students select a partner and interview the partner. Students on a higher competency level can make up questions for the interview. The teacher may wish to provide sample questions for slower students. Teacher discusses questions and interview techniques.

Guided Group Practice: 20 minutes

Students divide into pairs and interview each other. Teacher monitors students.

Independent Practice: 10 minutes

Students return to seats and begin to organize notes. Teacher explains organizing techniques and assigns homework.

Homework:

Students are to write a three-paragraph composition, with a title, describing the person they interviewed in class.

MONDAY HOUR 2

Dispatch: 10 minutes

Students copy new EDL vocabulary words and alphabetize them.

Dispatch Discussion: 15 minutes

Teacher goes over new vocabulary words and with the class discusses and writes definitions on the board. Students copy definitions.

Initial Instruction: 30 minutes

Teacher introduces the story "Queenie" in Time ess Voyages. Teacher emphasizes elements of fiction. Students orally read the story with the teacher.

Summary of class: 5 minutes

Teacher summarizes class activities.

WEEK 3

TUESDAY HOUR 1

Objectives:

Oral Language -	Students will be able to communicate through portraying experiences.
Listening Skills -	Students will be able to associate experiences with ideas presented.
Composition Skills -	Students will be able to read editing symbols and rewrite homework compositions.
Reading Skills -	Students will be able to identify and define EDL vocabulary words.

Necessary Material/Equipment:

EDL Core Vocabulary, McGraw-Hill, Inc.
Timeless Voyages, Harcourt Brace Jovanovich, Inc., 1979.
Overhead projector

Dispatch: 10 minutes

Students write a complete sentence for each new EDL Core vocabulary word.

Dispatch Discussion: 10 minutes

Following dispatch, teacher asks selected students to share a sentence. Dispatch is collected for evaluation by teacher.

Initial Instruction: 25 minutes

Students orally share homework descriptions. Class tries to guess who is being described. Following oral sharing, compositions are collected for teacher evaluation.

Guided Group Practice: 5 minutes

Teacher projects editing symbols from last week on overhead projector and briefly reviews them.

Independent Practice: 10 minutes

Teacher distributes editing practice worksheet. Students correct punctuation and capitalization mistakes using editing symbols.

TUESDAY HOUR 2

Dispatch: 10 minutes

Correct answers to the editing practice worksheet from the first hour are projected on the overhead projector. Students correct their own papers. Teacher monitors class to check comprehension level.

Initial Instruction: 10 minutes

Teacher summarizes the story "Queenie," Monday's oral reading assignment. The scenes in the story contain much dialogue. The teacher points out these scenes. The teacher points out the techniques used to reveal character and identifies reasons that the characters act the way they do. Teacher then asks students to divide into groups of four to five.

Guided Group Practice: 20 minutes

Teacher asks each group to select a leader. Groups discuss the following scenes in the story which contain substantial dialogue: Queenie's interview with Mr. Hanley; the conversation with Mrs. Evans and Tilly; the playtime with Dover and Avis. Each group selects one of the scenes to dramatize. Students practice dramatization.

Group Presentations: 15 minutes

Teacher selects groups to present scene from the story "Queenie." Groups who do not have an opportunity to present Tuesday, will do so on Wednesday.

Summary: 5 minutes

Teacher summarizes the lesson.

WEDNESDAY HOUR 1

Objectives:

Oral Language -	Given a set of pictures, students will be able to interpret various facial expressions and respond orally to the pictures.
Listening Skills -	Students will be able to listen to a recording and discuss their reactions.
Composition Skills -	Students will be able to select and use words to describe emotions.
Reading Skills -	Students will be able to define EDL vocabulary words.

Necessary Materials/Equipment:

EDL Core Vocabulary, McGraw-Hill, Inc.
Overhead projector
Record player or cassette recorder
Instrumental record
Chart paper
Felt markers

Dispatch: 15 minutes

Monday's homework descriptions are returned with corrections. Students rewrite compositions. At the end of the dispatch activity, the papers are returned to the teacher for a final grade. Teacher walks around the room monitoring students' rewrites.

Group Presentations: 20 minutes

Group presentations are continued and completed from Tuesday: Hour 2. After all presentations have been made, teacher summarizes techniques used to reveal character.

Practice Vocabulary Test: 15 minutes

Teacher administers practice spelling and vocabulary test on EDL words introduced on Monday.

Practice Test Corrections: 10 minutes

Teacher projects correct answers for spelling and vocabulary test on the overhead projector. Students correct their own papers and take them home to study words and definitions missed.

WEDNESDAY HOUR 2

Dispatch: 5 minutes

Students write five complete sentences in their journals describing how rain makes them feel. After dispatch, teacher asks selected students to share their feelings.

Initial Instruction: 15 minutes

The dispatch activity leads into the initial instruction. The teacher plays a recording for the entire class. Students discuss the feelings they experience while the music is playing. The teacher gives students an opportunity to make up a word list on chart paper. Students may write names of colors and descriptive words to depict emotions or feelings.

Guided Group Practice: 20 minutes

Teacher divides the class into two groups. Each group is given a set of pictures portraying facial expressions. Teacher asks one group to respond orally and asks each member of the other group to write a word which would describe his or her interpretation of each facial expression. The teacher writes all the words on the chalkboard.

Independent Practice: 15 minutes

Teacher plays another recording (totally different in mood from first selection). Students jot down words describing their emotions while they listen to the recording. After recording has been played, students write a one-paragraph composition describing the music played. Papers are collected for teacher evaluation.

Homework:

Students are to read for 30 minutes in their library books. Books are to be read completely by Friday.

Summary: 5 minutes

Teacher summarizes lesson.

WEEK 3

THURSDAY HOUR 1

Objectives:

Oral Language -	Students will be able to retell a story sequentially.
Listening Skills -	Students will be able to listen and follow the sequence of events in the story.
Composition Skills -	Students will be able to write a summary of a story in sequence.
Reading Skills -	Students will be able to identify the main idea of a story.

Necessary Materials/Equipment:

Felt board or bulletin board
Sequence cards or pictures
Filmstrip projector and children's story film

Dispatch: 5 minutes

Teacher distributes a ditto sheet with ten sentences describing an event. The sentences are not in sequential order. Students are to read the sentences and number them sequentially.

Initial Instruction: 10 minutes

Teacher goes over dispatch ditto sheet. Teacher discusses retelling stories sequentially.

Guided Group Practice: 15 minutes

Teacher places a set of sequence cards or sequence pictures on a felt board or bulletin board. Teacher asks class to suggest a sentence for each picture. Teacher writes the sentences on the board, reviewing the beginning, middle, and end of a story. Then teacher puts another set of cards or pictures on the felt board or bulletin board in an incorrect sequence. Teacher asks the class to tell the correct sequence.

Independent Work: 30 minutes

The teacher shows a filmstrip of a children's story. (Many classic fairy tales and familiar stories are available through the District, public library, or local school library.)

THURSDAY HOUR 2

Dispatch: 10 minutes

Students write a summary of the filmstrip shown in Hour 1. The summary should be no more than two paragraphs.

Dispatch Discussion: 15 minutes

Students share summaries orally. Teacher critiques the summaries.

Independent Work: 25 minutes

Since oral/written book reports are due on Friday. Students have a choice of two activities. They may finish reading books for report or they may write a rough draft of the book report. Teacher monitors class and answers individual questions.

Class Discussion: 10 minutes

Teacher will answer any questions regarding tomorrow's book report and give additional hints for oral and written report.

Summary: 5 minutes

Teacher summarizes lesson.

Homework:

Complete written book report and practice oral report. Study for spelling/ vocabulary test.

WEEK 3

FRIDAY HOUR 1

Objectives: Oral Language - Students will be able to retell a story sequentially.
Listening Skills - Students will be able to listen and follow the sequence of events.
Composition Skills - Students will be able to write a summary of a story in sequence.
Reading Skills - Students will identify the main idea of a story.

Necessary Materials/Equipment:

Language 6, Ginn and Company, 1979.
EDL Core Vocabulary, McGraw-Hill, Inc.
Students' journals

Dispatch: 5 minutes

Students are to prepare spelling paper and review words for spelling/vocabulary test.

Initial Instruction: 35 minutes

Teacher orally administers spelling test by saying the word, putting the word in a sentence, and repeating the word. Teacher distributes dittoed vocabulary test, and students complete silently. Teacher collects spelling and vocabulary tests for evaluation.

Oral Practice: 20 minutes

In order to prepare students for oral reports in Hour 2, teacher reads and completes "Lesson 3 - Communicating With Your Voice," pages 14 and 15 in Language 6.

FRIDAY HOUR 2

Dispatch: 5 minutes

Journal Entry - Students are to write five complete sentences in their journals completing the following thought: "Every time I give an oral report, I feel . . . "

Dispatch Discussion: 10 minutes

Teacher discusses the dispatch. Students share their dispatch entries. Teacher discusses and reviews oral report guidelines in order to put students at ease about the oral report.

Oral Book Reports: 40 minutes

Students take turns giving oral book reports. After each report students and teachers discuss and answer questions. At the end of reporting, all written reports are turned in to the teacher for evaluation.

ESSENTIAL SKILLS TO BE COVERED

"Essential Skills To Be Covered" has been provided to guide teachers in planning the English/Reading lessons for Grade 6.

Before planning a two-week block of lessons, teachers should carefuly read the skills to be covered in a two-week block, keeping in mind the instructional unit and focus of the literary genre.

It should be noted that asterisks indicate skills formally assessed on the Survey of Essential Skills (SES).

ENGLISH/READING CORE CURRICULUM
GRADE 6
ESSENTIAL SKILLS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - ORIENTATION

WEEK I

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING TO CONVEY PERSONAL INFORMATION
- Makes and responds to introductions.
- Relates personal experiences.
- Conveys ideas through words, use of words, phrases, and/or sentences.
- Conveys ideas through use of simple, compound, and complex sentences.
- Uses words to settle differences.
- Takes responsibilities for keeping a conversation going.
- Displays interest through use of questions and responses.

WRITING

WRITTEN COMPOSITION SKILLS

ORIENTATION
- Class rules and requirements.
- Overview of class objectives and units.
- Introduction to texts.
- School orientation: History
  Personnel to know
  Places to know
  Services (e.g. student store)
- Diagnostic testing and pre-testing.

READING

READING SKILLS

ORIENTATION
- Class rules and requirements.
- Overview of class objectives and units.
- Introduction to texts.
- School orientation continued.
- Diagnostic testing and pre-testing.
- Learns the parts of a book cover, title page, copyright date, preface, table of contents, glossary, and appendix.

LISTENING

LISTENING SKILLS

ORIENTATION
- Follows verbal directions
- Distinguishes between a statement and a question.
- Associates experiences with ideas presented.
- Identifies a sequence of events.
- Selects from a variety of ideas or materials.
- Gets the whole idea before responding.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION

WEEKS 2 and 3

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING TO PARTICIPATE IN CONVERSATIONS
- Relates personal experiences.
- Relates experiences in sequence.
- Participates in conversations appropriate to committee and group work.
- Is selective in word choices to express ideas and feelings.
- States differences between fact and fiction.
- Distinguishes between varying opinions.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: INTRODUCTION TO FICTION
- Writes a description involving size, shape, color.
*- Writes a description involving the five senses.
*- Writes a description of a person, place, thing, or action.
*- Uses comma when writing the date.
*- Capitalizes first letters in names of persons.
*- Writes a title for a paragraph.
*- Selects and uses nouns and pronouns appropriately.
*- Identifies and uses correct word order in sentences.

READING

READING SKILLS

LITERATURE: DIFFERENTIATES FICTION FROM NONFICTION
- Recognizes that fiction generally differs from nonfiction in purpose, structure, and style.
*- Identifies main ideas (oral and written).
*- EDL Core Vocabulary - Recognizes sight words.
- Follows simple written directions.
*- Controlled vowels; ol, oll, al, all, wa.
*- Recognizes and appropriately uses compound words.
- Library Skill - Knows and uses with meaning terms that relate to library procedures.

LISTENING

LISTENING SKILLS

LISTENING PURPOSEFULLY TO COMPREHEND
- Follows verbal directions.
- Associates experiences with ideas presented.
- Understands the whole idea before responding.
- Identifies and uses final sounds of words.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION

WEEKS 4 and 5

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH IDENTIFYING AND USING FACT, FANTASY, AND/OR OPINION

- Identifies and distinguishes between and among fact, fantasy, and opinion.
- Uses facts as often as possible.
- Uses reference sources to obtain facts.
- Uses a wide variety of vocabulary.
- Varies intonation.
- Uses descriptive language.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: FANTASY

- Writes a story with a fantasy setting.
- *- Uses comma with direct address.
- *- Capitalizes the first letter in names of days of week, special days, months, streets, and cities.
- *- Identifies and writes transitional words and phrases appropriately.
- *- Selects and uses adverbs appropriately.
- *- Identifies and constructs declarative, interrogative, exclamatory, and imperative sentences.

READING

READING SKILLS

LITERATURE: IDENTIFIES FANTASY AS A UNIQUE TYPE OF FICTION

- Recognizes characteristic devices of fantasy.
- *- Classifies information.
- *- Selects definitions of multiple-meaning words from sentence context.
- Alphabetizes to first, second, and third letter.
- *- Recognizes silent letter patterns: mb, gn, kn, wr, gh, ght, tch, lv, lf, lk, lm, st.
- *- Identifies syllable break between parts of a compound word.
- Library skills: Uses section labels to locate materials.
  Uses shelf labels to locate materials.

LISTENING

LISTENING SKILLS

LISTENING TO IDENTIFY DIFFERENT KINDS OF SENTENCES

- Identifies declarative, interrogative, imperative, and exclamatory sentences.
- Enjoys fairy tales and realistic stories.
- Identifies and interprets signals in pitch, stress, and juncture.
- Contributes to conversations and discussions.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION

WEEKS 6 and 7

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY IN ORAL INTERPRETATION: POETRY
- Develops sensitivity to rhythm.
- Identifies elements of repetition.
- Identifies elements of rhyme.
- Identifies elements of mood and voice.
- Interprets poetry with appropriate voice tones and phrasing to convey mood and meaning.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: POETRY
- Identifies the use of sensory language in poetry.
- Creates simple forms of poetry.

*- Uses comma between city and state.
*- Capitalizes first letter in first word in sentence.

- Writes simple one or two sentence paragraphs.

*- Selects and uses verbs appropriately.
*- Identifies or copies a simple sentence, a title, and a caption.

READING

READING SKILLS

LITERATURE: DIFFERENTIATES PROSE FROM POETRY
- Recognizes poetic forms of particular interest to children; e.g., limerick, haiku, cinquain.

*- Identifies details.

- Recognizes sight words from subject matter lists.

*- Identifies and uses parts of a book.
*- Diphthongs; aw, au, oi, oy, ou and ow as ou

- Recognizes and uses reflexive compound words: myself, ourselves, yourself, yourselves
- Library skill: Locates poetry section in the library.

LISTENING

LISTENING SKILLS

LISTENING FOR ENJOYMENT AND RESPONSE
- Enjoys and appreciates simple forms of poetry.
- Interprets/enjoys figurative language such as similes and metaphors.
- Identifies and interprets differences in vocabulary, pitch, pace, and tone.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION — WEEKS 8 and 9

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH STORYTELLING -- TELLING AND RETELLING SKILLS
- Tells simple versions of stories heard.
- Retells stories heard in sequence.
- Retells known stories, using a variety of interesting words.
- Creates conversations as a means for characters to communicate.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: FOLKLORE
- Uses personification in creating original stories.
*- Identifies and uses exclamation point appropriately.
*- Capitalizes the first letters in titles: Mrs., Miss., Mr., and Dr.
*- Edits and proofreads paragraph for final copy.
*- Selects and constructs contractions appropriately.
*- Identifies and constructs sentences in which the subject and verb agree.

READING

READING SKILLS

LITERATURE: IDENTIFIES CHARACTERISTICS OF FOLKLORE
- Identifies cause and effect.
*- Recognizes synonyms.
- Uses guide words in dictionary/encyclopedia.
- Recognizes silent letter s as in aisle; p as in psychology
- Syllable break in V/C/V (vowel/consonant/vowel) pattern.
- Recognizes that fiction by the same author is shelved alphabetically by title.
- Recognizes the differences in classification and arrangement of fiction and nonfiction.

LISTENING

LISTENING SKILLS

LISTENING FOR ENJOYMENT AND RESPONSE
- Enjoys and appreciates folktales.
- Appreciates factual and functional information about the past.
- Identifies and interprets dialectal differences in vocabulary, pitch, pace, and tone.
- Associates experiences with ideas presented.
- Contributes to conversations and discussions.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION — WEEKS 10 and 11

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH DISCUSSING LITERARY AND OTHER FORMS
- Distinguishes forms from among stories, nursery rhymes, and various forms of poetry
- Identifies characteristics of a variety of literary forms.
- Analyzes plot construction and the element of conflict.
- Identifies a variety of story forms and begins to associate them with their function in society.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: FABLES
*- Creates imaginary characters and writes stories.
*- Capitalizes the first letters in names of states and countries.
*- Selects and constructs compound words appropriately.
*- Expands simple sentences through the use of modifiers.

READING

READING SKILLS

LITERATURE: IDENTIFIES CHARACTERISTICS OF FABLES
*- Draws conclusions/predicts outcomes.
*- Recognizes antonyms.
*- Interprets pictorial data in charts, map legends, graphs, and time lines.
- Observes silent e in le endings, such as bottle and tattle.
- Inflecter verb endings: ed, ing, en.
- Library skill: Develops skill in locating nonfiction.
- Recognizes that nonfiction is arranged by classification number.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies the main idea.
- Interprets and evaluates thoughts and ideas.
- Forms generalizations.
- Identifies sound words (onomatopoeia).

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - USING OUR IMAGINATION — WEEKS 12 and 13

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH DISCUSSION
- Uses sentences to convey ideas.
- Uses a variety of statements.
- Converses fluently and freely.
- Uses descriptive language.
- Identifies the topic.
- Asks relevant questions.
- Uses supporting statements and keeps to the subject.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: INTRODUCTION TO NONFICTION
- Writes a personal letter and writes the address and return address on the envelope.
- Uses comma to separate items in a series.
- Capitalizes the personal pronoun I.
- Indents the first word of a paragraph.
- Selects and uses adjectives appropriately.
- Writes a simple sentence independently.

READING

READING SKILLS

LITERATURE: DIFFERENTIATES FICTION FROM NONFICTION
- Recognizes that nonfiction generally differs from fiction in purpose, structure, and style.
*- Classifies information (oral and written).
*- Matches words to given meanings appropriate to grade level.
*- Uses reference books, dictionary, atlas, and encyclopedia.
- Recognizes three-letter clusters; scr, spl, spr, str, thr, nch.
- Observes syllable break between two consonants, as in tat/ter.
- Library skill: Recognizes and uses the call number as a location symbol.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies the main idea and supporting statements.
- Identifies ideas in complex sentences.
- Identifies new facts and contents.
- Identifies inferred meanings.
- Expands word meanings.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPLORING THE REAL WORLD — WEEKS 14 and 15

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH A DEBATE APPROACH
- Identifies a simple problem.
- Listens to both sides of a problem.
- Presents a point of view with one or more supporting statements.
- Gathers and organizes facts in an effective manner.
- Participates in classroom and/or school debates.
- Observes and evaluates formal debates.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: BIOGRAPHY
- Contributes orally to a group letter or invitation.
*- Writes a personal letter and writes the address and return address on the envelope.
- Uses hyphen in hyphenated words and in break of word at the end of line.
*- Uses capital letters in abbreviations.
*- Selects and uses possessive forms of words.
*- Manipulates sentences through use of transformation.

READING

READING SKILLS

LITERATURE: IDENTIFIES BIOGRAPHY AND COMPARES DIFFERENT BIOGRAPHICAL ACCOUNTS OF THE SAME PERSON WITH REFERENCE TO POINT OF VIEW
*- Draws inferences from sentence context.
*- Recognizes homonyms.
*- Identifies main ideas (oral and written).
*- Irregular vowel patterns: oo as in boot; oo as in foot.
- Recognizes regular plurals
- Library skill: Recognizes the general locations of books of special interest.
- Comprehends that individual biographies are arranged alphabetically by subject.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies inferred meanings.
- Makes notes.
- Contributes to conversations and discussions.
- Identifies a problem.
- Interprets and evaluates thoughts and ideas.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPLORING THE REAL WORLD

WEEKS 16 and 17

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY IN ORAL READING
- Maintains good posture and use of effective gestures.
- Reads words in thought groups with appropriate voice emphasis.
- Identifies vivid language used in reading selections.
- Uses clear, expressive speech.
- Reads aloud to others with vitality, clarity, imagination, and emotion.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: AUTOBIOGRAPHY
*- Writes simple business letters using appropriate form and punctuation.
*- Uses the colon appropriately.
*- Capitalizes first letter of the first word in greetings and closings of letters, invitations, and notes.
*- Selects and uses synonyms, antonyms and homonyms.
*- Identifies subject and predicate.
- Uses est when comparing three items.

READING

READING SKILLS

LITERATURE: IDENTIFIES AUTOBIOGRAPHICAL FORM AND COMPARES DIFFERENT ACCOUNTS WITH REFERENCE TO POINT OF VIEW AND THEME
*- Interprets emotional reactions.
*- Interprets figurative language: simile
*- Identifies details (oral and written).
- Selects appropriate title to story.
- Pronounces variant long vowels: ild, ind, ight.
- Recognizes irregular plurals.
- Library skills: Recognizes and uses the major divisions of the Dewey Decimal Classification System.

LISTENING

LISTENING SKILLS

LISTENING DURING DISCUSSION
- Organizes ideas, listens for a general statement, and identifies supporting statements to explain idea.
- Stays on the subject.
- Uses terms and definitions known to group or defines them for group.
- Gives everyone an opportunity to contribute.
- Identifies a discussion as not being an argument.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPLORING THE REAL WORLD

WEEKS 18 and 19

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH USING ADVERTISING TECHNIQUES
- Identifies advertising and persuasive techniques in media.
- Identifes glittering generalities in advertising and analyzes them.
- Identifies testimonials in advertising and analyzes them.
- Makes oral presentations for radio and television commercials to persuade peers to buy products.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: JOURNALISTIC WRITING
- Writes simple straight news articles.
- Differentiates straight news reporting from other styles of writing.
- Identifies criteria for evaluating advertised items in various media, using testimonials and glittering generalities.
- Writes classified ads and short commercials for radio and television.
- Uses contractions appropriately.

READING

READING SKILLS

LITERATURE: JOURNALISTIC WRITING -- UNDERSTANDING BASIC NEWSPAPER FORMAT
- Reads newspaper and magazine articles.
- Understands and uses newspaper index.
- Identifies relevant/irrelevant information.
- Uses reading skills in content areas.
- Finds the meanings of words in the dictionary.
*- Distinguishes ie as e, as in chief; ei as i, as in height.
- Library skills: Uses basic reference books in specific subject fields.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies the main idea.
- Identifies the main idea and supporting statements.
- Identifies new facts and content.
- Identifies who, what, where, when, why, and how.
- Makes notes.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPANDING OUR HORIZONS — WEEKS 20 and 21

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH STORYTELLING -- TELLING AND RETELLING SKILLS

- Retells stories from two or more story forms and includes their elements.
- Retells stories, using an interesting opening, development, climax and closing.
- Retells stories, using criteria developed for the solution of a good story .
- Creates and tells original stories.
- Creates conversation as a means for characters to communicate.
- Uses criteria for telling a story as guidelines for preparing to tell a story.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: MYTHS

- Creates and writes myths.
- Utilizes oral reading skills.
- Learns the specialized myth vocabulary.
- Writes own ending to simplified myths.

READING

READING SKILLS

LITERATURE: RECOGNIZES MYTHS AS EARLY EXPLANATIONS FOR NATURAL PHENOMENA OR HUMAN BEHAVIOR

*- Identifies cause and effect (oral and written).
*- Recognizes variant vowel diagraphs: ea as e or a as in head; ei and ey as a as in weigh.
*- Recognizes possessives for words ending in s.
- Utilizes phonic skills in studying spelling words and using words in written composition.
- Library skills: Develops general study skills and concepts necessary for research activities.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION

*- Identifies the main idea.
- Identifies the main idea and supporting statements.
- Identifies ideas in complex sentences.
- Identifies new facts and content.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPANDING OUR HORIZONS

WEEKS 22 and 23

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH DISCUSSING LITERARY AND OTHER DRAMA FORMS
- Identifies characteristics of a variety of dramatic forms.
- Analyzes plot construction and the element of conflict.
- Participates in interpreting non-verbal communication.
- Portrays emotions through facial expressions.
- Participates in dramatic activities.
- Participates in dramas.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: PLAYS
- Creates and participates in original plays.
- Writes dialogue for plays and puppet shows.
*- Uses quotation marks appropriately.
*- Selects and uses prepositions appropriately.
*- Identifies and writes relative clauses that begin with who, which, and that.

READING

READING SKILLS

LITERATURE: RECOGNIZING THE PLAY FORM AND IDENTIFYING CHARACTERISTICS
- Utilizes oral reading skills.
- Reads and interprets road and street maps.
*- Arranges information in sequence (oral and written).
- Employs use of i as consonant y, as in onion.
*- Employs plural possessives.
- Library skills: Develops ability to use the word catalog and to use catalog to select materials.

LISTENING

LISTENING SKILLS

PANTOMIME: USING BODY LANGUAGE TO EXPRESS EMOTIONS/ACTIONS
- Participates in simple pantomime and improvisational activities.
- Experiments with movement as a means of non-verbal expression in recreating personal experiences through pantomime.
- Uses pantomime in story interpretation.
- Interacts with peers in pantomiming stories involving more than one character.
- Interprets change of mood through pantomime.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPANDING OUR HORIZONS

WEEKS 24 and 25

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY IN ORAL INTERPRETATION: POETRY
- Develops sensitivity to rhythm.
- Identifies elements of repetition.
- Identifies elements of rhyme.
- Identifies elements of mood and voice.
- Interprets poetry with appropriate voice tones and phrasing to convey mood and meaning.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: LYRIC POETRY
- Creates and writes simple lyric poetry.
*- Capitalizes the first, last, and important words in a title or bibliography.
- Selects and uses conjunctions appropriately.
*- Substitutes pronoun for noun and noun for pronoun.

READING

READING SKILLS

LITERATURE: RECOGNIZES RHYTHMICAL AND DESCRIPTIVE FORM OF LYRIC
- Interprets emotional reactions.
*- Interprets figurative language: hyperbole
*- Classifies information (oral and written).
- Employs consonant sounds equivalent to sh sound in nation.
*- Recognizes singular possessives.
- Distinguishes between table of contents and an index.
- Library skills: Identifies/uses bibliography and index.

LISTENING

LISTENING SKILLS

LISTENING FOR ENJOYMENT AND RESPONSE
- Identifies and interprets signals in pitch, stress, and juncture.
- Enjoys lyric poetry.
- Responds to literature, music, poetry.
- Interprets/enjoys figurative language, such as similes and metaphors.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - EXPANDING OUR HORIZONS

WEEKS 26 and 27

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY IN CHORAL WORK

- Identifies rhyme, rhythm, and mood of selections.
- Uses the same starting and stopping signals as the group.
- Blends voice with other voices to sound like one voice; uses the same voice inflections as the group.
- Organizes a poem to be read by more than one person.
- Works cooperatively with a group and practices techniques of effective presentation.
- Uses speech qualities that convey emotion through story dramatization, interpretation of poetry, and other presentations.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: NARRATIVE POETRY

- Composes simple narrative poems.
*- Uses comma to introduce quotation.
*- Capitalizes first letter of the first word in a direct quotation.
*- Constructs compound and/or complex sentences.
*- Forms different words by adding or deleting affixes.

READING

READING SKILLS

LITERATURE: RECOGNIZES STORY ELEMENT IN NARRATIVE POEMS

*- Interprets figurative language - metaphor.
- Recognizes appropriate use of the quotation mark.
*- Recognizes variant consonant diagraphs; gh as g or f; ph as f; dg as j; f/fs as in roof/roofs; fe/ves as in life/lives; f/ves as in calf/calves.
- Library skills: Recognizes and uses sub classes of the Dewey Decimal Classification system.

LISTENING

LISTENING SKILLS

LISTENING FOR ENJOYMENT AND RESPONSE

- Enjoys fairy tales, realistic stories, and poetry.
- Develops sensitivity to rhythm.
- Identifies elements of repetition.
- Identifies elements of rhyme.
- Identifies elements of mood and voice.
- Interprets poetry with appropriate voice tones and phrasing.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - LOOKING AT YESTERDAY AND TOMORROW

WEEKS 28 and 29

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING TO EXPRESS SEQUENCE OF IDEAS
- Tells what happened in incidents/experiences.
- Presents ideas in sequence.
- Tells stories in time sequence.
- Uses sequence in explanations.
- Uses vocabulary that establishes time sequence.
- Uses main idea and supporting facts in communicating ideas.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: THE NARRATIVE
- Writing narratives to discover one's own voice; anecdotes, accounts of personal experience, interpretation of another's experience.
- Uses thesaurus to select the exact word.
- Reinforces structural analysis skills.

READING

READING SKILLS

LITERATURE: THE NARRATIVE
- Draws on the resources of language to recognize events or actions involving characters, objects, and settings into some meaningful time sequence.
- Variant digraph sounds: ough as in ought, enough.
- Uses reading skills in locating telephone numbers or services in the white and yellow pages.
- Draws conclusions; predicts outcomes (oral and written).
- Inflectional endings reflecting tense.
- Library skills: Distinguishes between the purpose of an almanac and a yearbook.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies main idea.
- Identifies the main idea and supporting statements.
- Identifies ideas in complex sentences.
- Identifies new facts and content.
- Identifies inferred meanings.
- Expands word meanings.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - LOOKING AT YESTERDAY AND TOMORROW — WEEKS 30 and 31

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH DISCUSSION
- Converse fluently and freely.
- Uses descriptive language.
- Identifies the topic.
- Takes turn in making related contributions.
- Asks relevant questions.
- Uses supporting statements and keeps to the subject.
- Organizes ideas and begins with a general statement.
- Uses supporting statements to explain idea.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: HISTORICAL FICTION
- Writes descriptions of people, their way of life and events as establishing period of history.
*- Prepares reports on books, films, and television programs.
*- Compares/contrasts information.
- Reads an encyclopedia to obtain information.

READING

READING SKILLS

LITERATURE: RECOGNIZES HISTORICAL FICTION AND IDENTIFIES SETTING AS A PRIMARY ELEMENT IN ESTABLISHING HISTORICAL FICTION
*- Employs abbreviations for months, days, measurements.
*- Recognizes VVC (vowel-vowel-consonant) phonemes: ail, eak, oam.
*- Employs abbreviations for forms of address and locations.
*- Recognizes schwa sound as in banana, kitten, lemon, circus, pencil.
- Demonstrates knowledge of library skills: the kinds of information to be found in various reference books (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, and biographical dictionary).

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies the main idea.
- Identifies the main idea and supporting statements.
- Identifies ideas in complex sentences.
- Identifies new facts and content.
- Expands word meanings.
- Takes notes.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - LOOKING AT YESTERDAY AND TOMORROW WEEKS 32 and 33

SPEAKING

ORAL LANGUAGE SKILLS

SPEAKING EFFECTIVELY THROUGH STORYTELLING -- TELLING AND RETELLING SKILLS
- Tells simple versions of stories heard.
- Tells stories heard in sequence.
- Retells stories heard in sequence.
- Retells stories from two or more story forms and includes their elements.

WRITING

WRITTEN COMPOSITION SKILLS

LITERATURE: SCIENCE FICTION
- Writes descriptions of characters and settings for science fiction story.
- Writes simple science fiction stories.
- Identifies fact or fiction.
- Compares science fiction and nonfiction.
- Investigates the scientific basis of works of science fiction.

READING

READING SKILLS

LITERATURE: IDENTIFIES SCIENCE FICTION AS A UNIQUE TYPE OF FICTION
- Reads short science fiction stories.
- Learns prefixes and suffixes.
- Uses main headings and subheadings.
- Interprets pictorial data: charts, graphs, and illustrations.
- Applies reading skills in understanding what is required in filling out forms, cards, documents, and applications.
- Library skills: Locates information in an atlas.

LISTENING

LISTENING SKILLS

LISTENING TO GAIN AND USE INFORMATION
- Identifies the main idea.
- Identifies the main idea and supporting statements.
- Identifies ideas in complex sentences.
- Identifies inferred meanings.

ENGLISH/READING CORE CURRICULUM
GRADE 6
MINIMUM TOPICS TO BE COVERED

DAYS 5
HOURS 2

INSTRUCTIONAL UNIT - REVIEW

WEEKS 34 and 35

SPEAKING

ORAL LANGUAGE SKILLS

REVIEWS
- Speaking to participate in conversations.
- Speaking to express ideas.
- Speaking to express sequence of ideas.
- Speaking to give directions.
- Speaking effectively through using sensory/descriptive language.
- Speaking effectively through organizing and categorizing.
- Speaking effectively through discussion.
- Speaking effectively through problem solving.

WRITING

WRITTEN COMPOSITION SKILLS

REVIEWS
- Literary genres
- Mechanics
- Usage
- Grammar
- Vocabulary

READING

READING SKILLS

REVIEWS
- Decoding skills
- Structural analysis skills
- Vocabulary
- Location and study skills
- Comprehension skills

LISTENING

LISTENING SKILLS

REVIEWS
- Listening to identify sounds of words and word parts.
- Listening to identify different kinds of sentences.
- Listening to gain and use information.
- Listening to interpret intonation.
- Listening for enjoyment and response.

GUIDELINES FOR ASSIGNMENT OF HOMEWORK*

1. Homework is an important resource for teachers in helping students to learn.

2. Homework may be scheduled when appropriate over an extended period of time which may include weekends.

3. Homework assignments should be reasonable in length, content, and required resources.

4. Homework should be assigned to reinforce, extend, or enrich areas which have been taught.

5. Homework assignments should be related to subject objectives.

6. Homework assignments and due dates should be thoroughly explained by the teacher and understood by the student.

7. Homework once appropriately assigned by the teacher becomes the responsibility of the student to know its content, process and due date; to complete and return it as required.

8. Completed homework assignments should be acknowledged and/or evaluated by teacher and reviewed with students when appropriate.

*Elementary School Curriculum: A Balanced Program - Pub. No. X-107.

EVALUATION PROCEDURES

Diagnosis of specific reading, writing, speaking, and listening skills should be an ongoing process. Evaluation procedures should include a variety of approaches, such as the following:

- Teacher-prepared objective tests covering specific reading and writing skills.
- Commercially prepared objective tests (see grammar and literature text, workbooks).
- Teacher-prepared prompts (instructions for writing assignments).
- Peer evaluation in which students, usually in small groups, read the compositions of other students and comment, score, proofread, or evaluate.
- Informal assessment of oral participation and group work.
- Formal assessment of oral reports and presentations.

TEACHING TEST-TAKING SKILLS

Tests are a part of the educational process. Students will be asked to take many standardized tests in their twelve years in elementary and secondary school and, later, in acquiring employment and earning promotions. If their test scores are to be an accurate reflection of how much the students know about the subject being tested, the students, the students' parents, the school and administrators, and the classroom teachers must all contribute to help students to become better test takers.

The following pages taken from the LAUSD Publication, Test-Taking Procedures and Techniques*, offer specific suggestions for teaching test-taking skills in Reading and English. Teachers are encouraged to use pages 47 through 93 in the Test-Taking Procedures and Techniques and regularly weave the test-taking lessons into the English/Reading curriculum.

*Test-Taking Procedures and Techniques for Secondary Schools. Office of Instruction, Secondary, Publication No. X-116, 1982.

ENGLISH: USAGE TESTS

OBJECTIVE: Teach techniques for taking tests on English usage.

INITIAL INSTRUCTION:

Teacher: Most tests on English usage include items about: subject-verb agreement; double subjects; double negatives; verb tense; pronouns (case--nominative, objective, possessive; reflective; and pronoun agreement with pronoun antecedent); degrees of adverbs and adjectives; and written expression (sentence combining, sentence restatement, paragraph writing, and essay writing).

Today, the lesson is about techniques for taking tests on subject-verb agreement. Specifically, we will start with the simple concept of the agreement of a single subject with a single verb in a simple sentence.

First, what is a sentence?

Students: A sentence is a group of words that contains a subject and a verb and expresses a complete thought. (Roger does his homework.)

Teacher: Second, what is a subject of a sentence?

Students: A subject tells who or what the sentence is about. It names the person or thing about which the verb makes a statement or asks a question. (Roger does his homework.)

Teacher: Third, what is a verb?

Students: A verb tells the action, being, or condition of the subject. (Roger does his homework.)

Teacher: Your answers are correct. Excellent!
What does singular mean?

Students: A single person or thing; one

Teacher: What does plural mean?

Students: More than one person or thing

Teacher: Write two rules for subject-verb agreement on the chalkboard.

1. One or more singular subjects joined by and require a plural verb.

   Joan, Fred, and I sing in the choir.

2. The verb is singular when or/nor give a choice between two singular subjects.

Two or more subjects joined by or, nor, either — or, or neither -- nor usually take a verb that agrees with the nearer subject.

Neither his sisters nor Tom was tardy.

What are some examples of these two rules?

Students: Give examples.

Teacher: Write examples on the chalkboard.

Group A	Group B
She is here.	They are here.
He was at home.	We were at home.
Nancy has a book.	Both have a book.
Charles writes books.	We write books.
John does his work.	They do their work.

What are the differences in the two groups of sentences?

Students: One group has singular subjects and singular verbs; the other has plural subjects and plural verbs. In addition, there are some singular nouns and pronouns and some plural pronouns. A plural subject and a singular verb, or vice versa, do not appear in any of the sentences.

Teacher: Make a rule from these examples.

Students: A singular subject must have a singular verb; a plural subject must have a plural verb. This is called subject-verb agreement.

Teacher: The rule for collective nouns is an exception.

GUIDED GROUP PRACTICE:

Teacher: Write the directions and four sample test items about subject-verb agreement on the chalkboard. Model the techniques for answering the test items.

Directions: Select the word which belongs in the blank. Then mark the space for the answer you have chosen.

	ANSWERS			
	a	b	c	d
1. _____ they quiet in class?	0	0	0	0

a. Is
b. Was
c. Are
d. Do

62

ANSWERS

	e	f	g	h
2. Neither James nor Helen _____ the book.	0	0	0	0

e. has
f. have
g. need
h. want

	a	b	c	d
3. Elsie and Rudy _____ music everyday.	0	0	0	0

a. study
b. studies
c. practices
d. plays

	e	f	g	h
4. The problems _____ been difficult.	0	0	0	0

e. isn't
f. doesn't
g. hasn't
h. haven't

Checklist for Test-Taking Techniques

____ 1. What do the test directions tell you to do?
You must select the word that makes the sentence correct.

____ 2. Where should you mark the answer?
Mark the answer in the space provided under ANSWERS

3. What is the answer to Test Item 1?

____ a. First, find the subject of the sentence.
Who is asked about in the question?
The question asks about they.
The subject is they.

____ b. Second, decide whether the subject is singular or plural.
Does they mean one or more than one?
They means more than one.
The subject they is plural.

____ c. Third, look at the answer choices and find the plural verb.
If the subject is plural, the verb must be plural.
The plural verb in the choices is are.

____ d. Fourth, read the sentence with are in the blank space.
Does the sentence make sense and sound right?
Yes. Are is the correct answer.

Answer Key: 1. c 2. e 3. a 4. h

Students: Take the test on subject-verb agreement. Follow checklist of test-taking techniques as you answer each question.

Directions: Read each sentence in the group. Find the sentence that has an error in subject-verb agreement. Mark your answer in the space provided under ANSWERS. If all three sentences are correct, mark d; if all three sentences are incorrect, mark e.

			ANSWERS				
			a	b	c	d	e
1.	a.	The lights flicker in the night.	0	0	0	0	0
	b.	The dog play with the ball.					
	c.	We have the library books.					
	d.	all correct					
	e.	all incorrect					
2.	a.	The teams practices two hours.	0	0	0	0	0
	b.	He do his homework on time.					
	c.	She go to school every day.					
	d.	all correct					
	e.	all incorrect					
3.	a.	Either Mary or her sister is at home.	0	0	0	0	0
	b.	Was Henry and Elva at the party?					
	c.	Why do they need the money?					
	d.	all correct					
	e.	all incorrect					
4.	a.	The coach tell us to practice.	0	0	0	0	0
	b.	Where does the story take place?					
	c.	We were waiting for you.					
	d.	all correct					
	e.	all incorrect					
5.	a.	The wind blows the curtains.	0	0	0	0	0
	b.	The children are in the classroom.					
	c.	Mrs. Brown always invite the class.					
	d.	all correct					
	e.	all incorrect					
6.	a.	Neither money nor time are an excuse.	0	0	0	0	0
	b.	All the answers were correct.					
	c.	Softwoods include pine and spruce.					
	d.	all correct					
	e.	all incorrect					
7.	a.	Those remarks were recorded.	0	0	0	0	0
	b.	We like the new school.					
	c.	Those trips costs money.					
	d.	all correct					
	e.	all incorrect					

	ANSWERS				
	a	b	c	d	e
8. a. Does the baby cry often? b. Ruth and Ann work after school. c. My brother teaches mathematics. d. all correct e. all incorrect	0	0	0	0	0

ANSWER KEY: 1. b 2. e 3. b 4. a 5. c 6. a 7. c 8. d

INDEPENDENT PRACTICE:

Teacher: Present the other major rules for subject-verb agreement on the chalkboard or in ditto or photocopy form.

Assign students to write or find in their textbooks at least two examples for each rule.

Students: Share their examples with the class.

Teacher: Select or write some sample test items on subject-verb agreement. Administer the practice test items during a timed testing session.

ALTERNATE AND SUPPLEMENTARY ACTIVITIES:

Students: Look in newspapers and magazines and find examples of sentences illustrating each of the subject-verb agreement rules. Share and discuss examples with a small group or with the entire class.

Students: Develop ten multiple choice items for a subject-verb agreement test. Write the answers to your questions. Participate in a question/answer session.

EVALUATION:

Teacher: Observe the oral and written responses of students.
Grade the practice tests.
Check students' proficiency in completing practice exercises on subject-verb agreement in the classroom English textbooks.

READING: COMPREHENSION TESTS

SPECIFIC OBJECTIVE: Teach techniques for taking reading comprehension tests.

INITIAL INSTRUCTION:

Teacher: Reading comprehension tests require you to read short or long passages and then answer questions about what you have read. The test items (questions) ask for your interpretation of what is written in the passage, not your opinion of the passage. The content of the reading passage may be in any subject area, including science, literature, or social studies.

The reading skills that are tested include: main idea, details, classifying information, sequence, cause and effect, comparison and contrast, inference, relevant and irrelevant information, reliability and validity, conclusions, and figurative language.

GUIDED GROUP PRACTICE:

Teacher: We are going to learn what each reading skill means, how to recognize which reading skill is being tested, and how to make up test questions which test reading skills.

(In a series of lessons, the teacher will use the information on the following pages to teach the following:)

1. The definition of each reading skill.
2. How to read paragraphs or longer passages and answer questions about the content in the passages. There are some suggested question stems for designing questions.
3. How to develop questions about a reading passage. The answers should require the application of specific reading skills.

Students: Participate in class discussions about reading skills.
Answer questions about the reading passages selected by the teacher.
Develop questions about the reading passages selected by the teacher. The questions should have answers that reflect the application of specific reading skills. Study in groups. Alternate asking and answering questions designed by students.

EXPLANATION OF SPECIFIC READING COMPREHENSION SKILLS AND SAMPLE TEST QUESTION STEMS

Main Idea: The main idea of a passage is what the passage is mostly about. The main idea expresses the most important or key thought.

A test item requiring you to select or identify a main idea may have the following test stems:

1. The main idea is _____.
2. Select the main idea.
3. Which of the following would be the best title?
4. The point the author is trying to make is _____.
5. What is the topic of the reading passage?
6. What is the reading passage about?
7. What term is used to refer to the information in the reading passage?
8. What one word tells the subject of the paragraph?

Details are the parts of a paragraph or passage. Details can be compared to building blocks. They usually answer questions such as Who? What? When? Where? Why? and How? When details are put together, they help the reader understand the main idea or how the passage fits together.

Test stems that question your knowledge of details include the following:

1. How many...?
2. What figure has the straight sides?
3. To whom does the article belong?
4. Where did the book come from?
5. Which details will help you solve the problem?
6. Who is mentioned in the paragraph?
7. What is needed to complete the project?
8. When does the story take place?
9. The author believes the character is like a _____ because ...
10. According to the passage, from which of the following does a person get his/her information?
11. In line 12, the group of words after the comma give...
12. What is meant by _____ in line 6?
13. Which of the following is true?

To classify information is to organize or place ideas or objects into like groups.

Information that is organized or classified can be located quickly. Books in a library are grouped by subject. Biographies or books about other people are placed in the 921 section. Everywhere we go, information and items are grouped, such as in a market, store, or office building.

Test stems that question your ability to classify information include the following:

1. Under which heading should _____ be placed?
2. Which of the following does not belong with the others?
3. What is a possible category for this group of items?
4. Write the letter of the correct heading for each item listed.

Sequence is the order of events or when things happen during a given period of time. Dates, times, letters, and numbers may suggest sequence. Words that give sequence clues are now, before, later, earlier, soon, then, first, and next. Everyone uses sequence in daily tasks. Some events may be ordered or sequenced according to the needs of the person involved.

Test stems that involve sequence include:

1. What is most likely to happen next?
2. When should the ingredients be combined?
3. When did the story take place?
4. When will the experiment be completed?
5. The first step in making this product is _____.
6. Where would he have stopped first on his trip?
7. What would be his second stop?

Cause and effect are thought of as a team. A cause is what makes something happen or explains why it happens. The effect is whatever happens following a specific action. A student may be late to school because he/she may have overslept. The cause, oversleeping, has tardiness to school as an effect.

Cause/effect test items may include:

1. Why was the main character feeling sad that morning?
2. The decision of the judge would be considered fair because _____.
3. What happened when the directions were not followed?

Comparison/Contrast: To compare is to see how two or more things are alike and how they are different. On the other hand, when two or more things are looked at to learn only their differences, they are being contrasted. In comparing a movie and a television program, a person would have no problem

comparing the two. A movie and a high school play can be contrasted by indicating differences in audience reaction, number to be reached each time and possibility of reducing errors.

Test items requiring you to compare/contrast may include:

1. According to the passage, one difference between the two groups is _____.
2. The two stories are alike in that they both _____.

Making an inference involves considering the facts or information given to develop an idea that is not directly stated in the passage. A person uses the clues given as well as his/her own experiences to infer or think beyond the stated facts.

Test items requiring you to make an inference may have the following stems:

1. Which of the following states how the author feels?
2. Which of these words best describes _____?
3. What inference can be made about _____?
4. What is the author's purpose in this passage?
5. According to the passage, what is expected of today's young people?

Relevant/Irrelevant: Information that is necessary and meaningful for a definite situation is relevant. Anything that serves no purpose or is unnecessary is considered irrelevant. What is relevant in one situation may be irrelevant in another.

Test stems that question your knowledge of relevant/irrelevant items include:

1. Which information is most relevant to _____?
2. Which information is irrelevant to the problem?
3. Which statement is needed to solve the problem?
4. Which statement has nothing to do with the outcome?
5. Three of the following are stated as causes of the problem. Which is not?
6. Which of these is not included among the suggestions for resolving the problem?

Reliability/Validity: Information that is based on principles or evidence or is derived correctly from already accepted premises has validity. That which can be trusted over a period of time is said to have reliability.

Sample test stems which require you to distinguish whether items exhibit reliability or validity include:

1. Which statement presents an opinion?

2. According to the passage, which study would serve as the basis for the decision?

A conclusion is a decision or opinion formed after investigation or after a given set of facts is applied. The decision or opinion formed is larger than all the facts that are offered.

Sample test stems which require you to identify a conclusion include:

1. What did _____ conclude about the problem?

2. What did the rest of the group think about the study?

3. The person who wrote the poem or gave the speech believes _____.

4. One of the most important contributions of the research was _____.

Figurative language (figures of speech) is an expression that uses words in an unusual or nonliteral sense to add beauty or vividness of style. Two examples of figures of speech are the simile and hyperbole. When a group of words is used to compare one thing to another connected by like or as, it is called a simile. When a person is said to be "as busy as a bee," the comparison suggests a truly busy person, as bees are always thought to be working. A hyperbole is an extreme exaggeration that usually suggests the impossible. To say, "I was so hungry, I could have eaten a horse," suggests extreme hunger. But, in fact, no one could be hungry enough to consume a horse. These and other figures of speech make language colorful and sometimes humorous.

Test items requiring you to identify a figure of speech may have the following stems:

1. Who was thought to be as quiet as a mouse?

2. Which statement is an example of a gross exaggeration?

3. What is the literal meaning of _____?

4. To what is someone or something being compared?

INDEPENDENT PRACTICE:

Students: Read the selection and select the best answer for the questions that follow: (Junior High - "Looking Ahead" and Senior High - "The U.S. Job Market and You").

Teacher: Check the students' answers to the questions.
Review the reading skills involved in answering the questions.

INTELLECTUAL CHARACTERISTICS OF SIXTH GRADERS*
(ELEVEN TO TWELVE YEARS OF AGE)

INFORMATION ACQUIRED

- Is learning to set personal goals and to evaluate personal growth and achievement.
- Increase in the amount of information that is acquired; understands best the information related to past experiences and skills.
- Uses vocabulary more meaningfully, such as if/then and either/or.
- Understands metaphors.
- Is able to work in group projects for extended periods of time.
- Likes to demonstrate leadership qualities; is willing to follow suggestions and the leadership of others within the group.
- Is aware of many forms of music: can be taught to appreciate folk singing and classical music through exposure to a variety of kinds of music and as a balance to popular music.

INFORMATION APPLIED

- Has a great deal of control over thought processes; can classify, order, relate, and reorganize thinking in terms of time, space, and causality.
- Begins to think abstractly; begins to deal with ideas that seem contrary to fact.
- Is beginning to work with abstractions with fewer concrete illustrations, such as the symbols in algebra and science.
- Is able to form hypotheses and use scientific inquiry, once the skill has been taught.
- Thinks and considers events outside of his or her own experiences.
- Begins to see alternatives.
- Finds it difficult to accept decisions without challenges and debate.

* Elementary School Curriculum: A Balanced Program - Pub. No. X-107.

TIPS FOR PARENTS

Language skills, speaking, listening, reading, and writing, are developed and improved through continuous practice. There are many ways in which parents help their children to communicate effectively:

1. Parents designate a quiet area for reading and homework and help children develop a routine that allows time for these activities.

2. Parents help children increase vocabulary and facility in language by arranging trips to museums, theaters, historical points of interest, and other cultural centers that generate questions and discussion.

3. Parents suggest television programs and films of educational and/or artistic merit and discuss them with their children. Parents discourage long hours of indiscriminate television viewing.

4. Parents encourage playing games that deal with words and/or ideas. (20 Questions, Scrabble, Password, crossword puzzles, and so forth.)

5. Parents provide a dictionary and a thesaurus in the home for frequent use.

6. Parents encourage their children to employ language that is appropriate to a particular situation. They compliment their children when they use English well.

7. Parents urge students to read a variety of newspapers, magazines, and books. Parents may provide materials in the student's area of interest, for example, the sports section of the newspaper, a subscription to a fashion magazine, a mystery or adventure story from the local library. Parents set a good example if they themselves read for information and pleasure and discuss their reading with their children.

8. Parents make sure that their children have up-to-date library cards and use the local public library.

9. Parents sometimes read literature or texts assigned at school and discuss these with their children.

10. Parents quiz students on vocabulary words or other study materials to be learned.

11. Parents discuss ideas and offer suggestions on topics assigned for composition or research. For example, the family may help a student to brainstorm a list of values or to recall a frightening experience.

12. Parents regularly read their children's compositions, complimenting them as much as possible and perhaps suggesting a few corrections if needed.

13. Parents sometimes check homework assignments and make suggestions for improvement.

14. Parents are aware of the teacher's procedures, routine, and expectations regarding homework, grades, behavior, and attendance. They meet the teacher at back-to-school night early in the year or they call the school as soon as they notice a problem in a particular area.

RESOURCES AVAILABLE

Teachers should become familiar with what textbooks are available in the textbook room. In addition to composition/language arts texts and literature anthologies, the following books are valuable resources:

dictionaries, thesauri
collections of stories, poems, or plays
single novels
literature units like the Scholastic sets
spelling books
workbooks, consumable and non-consumable

Lists of books authorized for purchase by English departments are contained in the publications List of Authorized Textbooks and List of California State Series Textbooks available in the textbook room. Titles and publishers are listed for each grade level and organized where possible by instructional units. Added information provides brief descriptive material and ability level of the content.

Many schools provide an English workroom which contains copies of individual textbooks, duplicating material and supplies, files of lesson plans and instructional materials, ditto masters, reference books, and back issues of periodicals like Scope, READ, Voice, Reader's Digest, Action, etc.

The school librarian may be able to provide annotated lists of library books pertaining to a certain unit or theme. Many junior high libraries also keep back issues of Time, Newsweek, U.S. News and World Report, Life, Ebony, etc., for student research.

The designated Audiovisual Coordinator should be able to provide teachers with materials like films, filmstrips, records, and sometimes videotapes. District catalogues of audiovisual materials and films give information regarding content, grade level, and ordering procedures for these items.

Some English departments spend part of their available funds on periodicals which are circulated regularly among classes. Some of these are:

Scholastic: Action (reading level 2.0-2.9)

Scope (reading level 4.0-6.0)

Voice (grades 8-9)

Literary Cavalcade (appropriate for high ability level students)

Xerox: Know Your World (low reading level)

You and Your World (low reading level)

READ

The Los Angeles Times distributes free to District secondary schools copies of its language arts supplement Expressions, containing pictures, cartoons, and articles from the Times chosen to spark student response. A classroom set comes with a teacher's guide with suggestions for lessons based on the contents.

The following District publications will be helpful resources for teachers to use in planning strategies:

Compose Yourself: A Plan for Instruction in Written Composition, Grades 7-12. Instructional Planning Division, Publication No. SC-741, 1976.

Creative Writing Cookbook: A Collection of Instructional Stategies That Have Encouraged Students to Write. Instructional Planning Division, Publication No. SC-729, 1975.

Developmental Writing: A Course Outline for Junior High School. Instructional Planning Division, Publication No. SC-752, 1978.

Individualizing the Teaching of Writing: Using Small Groups in the Composing Process. Instructional Planning Division, Publication No. SC-728, 1975.

On The Ball-Point: Classroom Practices in Teaching Composition. Instructional Planning Division, Publication No. SC-743, 1976.

Role: Your Own: A Handbook for Coping With Sexism in the Study of Language, Literature, and the Mass Media. Instructional Planning Division, Publication No. SC-738, 1976.

RX for Instant Poets. Instructional Planning Division, Publication No. GC-22, 1974.

Scrip and Scrippage. A Joint Publication of Instructional Planning Division, Los Angeles Unified School District, and Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools, 1976.

Speaking Freely: A Plan for Oral Language Instruction in Secondary Schools. Instructional Planning Division, Publication No. SC-747, 1978.

Take One. Seen, Too! Resource Material for Filmmaking in English Classes. Instructional Planning Division, Publication No. SC-737, 1976.

Trans-ACTIONS: Activities for Involving Students With Books. A Joint Publication of Instructional Planning Division, Los Angeles Unified School District, and Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools, 1974.

Write: A Way. Instructional Planning Division, Publication No. EC-481, 1978.